

**THE INFLUENCE OF USING THINK PAIR SHARE STRATEGY  
TOWARD STUDENTS' DIALOGUE AT THE FIRST  
SEMESTER OF THE ELEVENTH GRADE  
IN THE ACADEMIC YEAR  
2020/2021.**



**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1**

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OF LAMPUNG 2021**

## **ABSTRACT**

### **THE INFLUENCE OF USING THINK PAIR SHARE STRATEGY TOWARD STUDENTS' DIALOGUE AT THE FIRST SEMESTER OF THE ELEVENTH GRADE IN THE ACADEMIC YEAR 2020/2021.**

**BY:  
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The research aimed to know whether there was an influence of using Think-Pair-Share towards students' dialogue at the first semester of SMKN 5 Bandar Lampung in the academic year 2020/2021. Based on preliminary research the students had an assumption that speaking was difficult subject, it showed the students had limited vocabulary and they had problem with the pronunciation of the words to understand the meaning of what they were going to say.

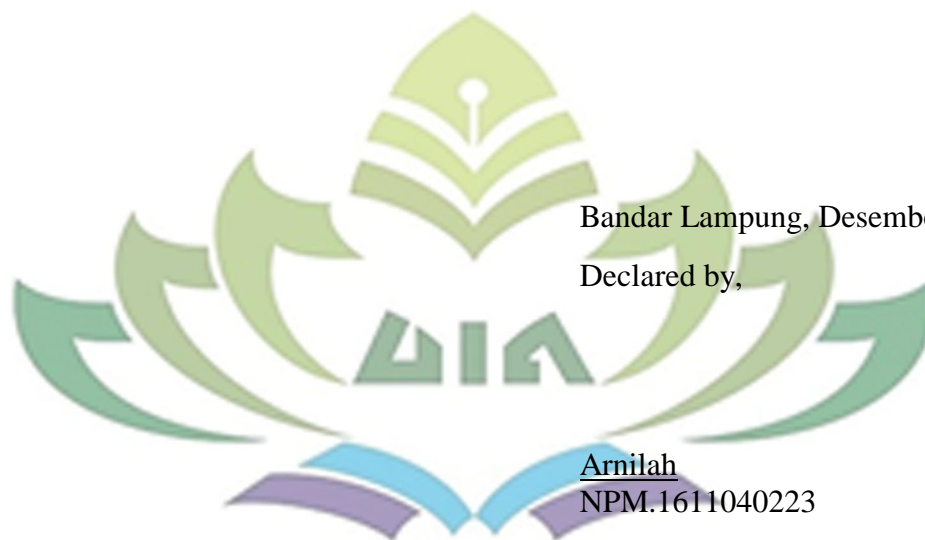
The design of this research was quasi-experimental design. The population of this research was the students of SMK at the eleventh grade. The researcher chose the sample randomly by using cluster random sampling technique. The research used Think-Pair-Share in experimental class as a treatment and Zigsaw in control class. In collecting the data the researcher used instrument pretest and posttest about procedure text in speaking especially dialogue. After giving the posttest, the researcher analyzed the data by using an independent sample t-test.

From the data analysis computed by using SPSS it was a pain that  $Sig (Pvalue) = 0.004 < \alpha = 0.05$ . It can be conclude that there was the influence of using Think-Pair-Share toward students' dialogue.

**Keywords: Procedure Text, Quasi Experimental, Students' Speaking Dialogue, Think-Pair-Share**

## DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Think-Pair-Share Strategy toward Students’ Dialogue at the First Semester of the Eleventh Grade SMKN 5 Bandar Lampung the Academic year 2020/2021” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, Desember 2020

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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

In the name of Allah, Most Gracious, Most Merciful.

1. The most gracious!
2. It is Who taught the Qur'an.
3. He has created a man.
4. He has taught him an intelligent speech.<sup>1</sup> (Q.S Ar-Rahman: 1-4)



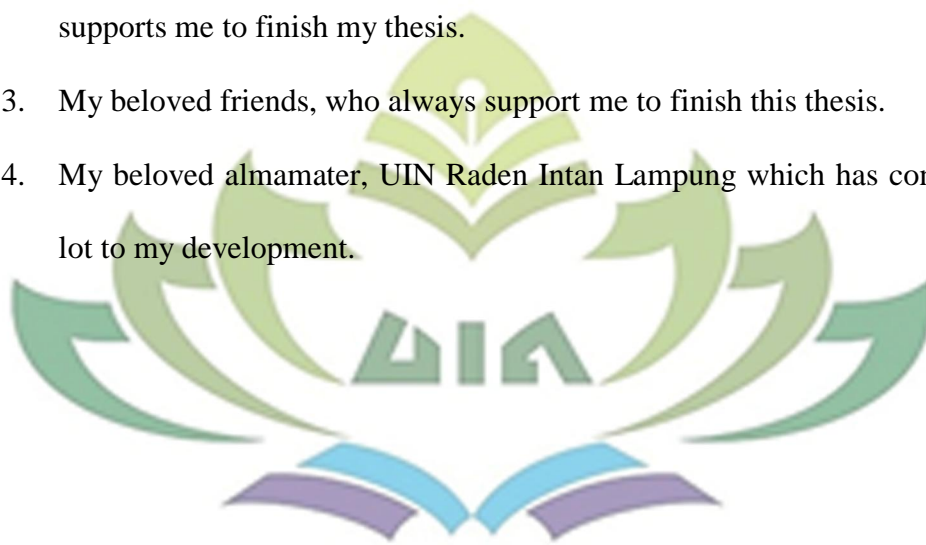
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<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 590

## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Yoyo Sudaryo and Mrs. Swarni, who always pray, support and guide me to be successfull in my study and in my life.
2. My special one, Risco Dwiky Herlambang who always motivates and supports me to finish my thesis.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



## **CURRICULUM VITAE**

The researcher name is Arnilah, She is called Ila. She was born in Pringsewu on October 14<sup>th</sup> 1997. She is the first child of Mr. Sudaryo and Mrs. Suwarni. She is the only one child. She is lives in Tribudisyukur, Kebun Tebu, West Lampung.

The researcher began her study in Elementary School as SDN 01 Tribudisyukur in 2004 and passed in 2009. She continued her study in Junior High School at SMPN 03 Pringsewu and to be graduated in 2012. After that, she went to Senior High School at SMKN 01 Kebun Tebu and graduated in 2015. Then, in 2016, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

First of all, praise be to Allah, the most merciful, the most beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad S.A.W, his family and followers.

This thesis entitled “The Influence of Using Question-Answer Relationship Strategy towards Students’ Reading Comprehension Ability at the First Semester of the Eighth Grade of SMPN 03 Tulang Bawang Tengah in the Academic Year of 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who have given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.
2. Meisuri, M.Pd the chairperson of English Study Program at UIN Raden Intan Lampung in addition to my primary advisor.
3. Agus Hidayat, M. Pd., the second advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.

4. All lecturers of English Department of UIN RadenIntan Lampung whose teaching and shared-experience are inspiring.
5. Drs, Irman, the head master of SMKN 05 Bandar Lampung for agreeing this research to be conducted.
6. English teacher of SMK N 05 Bandar Lampung, Muhammad Ayub, S.Pd for being helpful during the research process and giving suggestion during the research and the learners at the at the first semester of eleventh grade of SMKN 05 Bandar Lampung for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the research was conducting.
7. My beloved parents, Yoyo Sudaryo and Swarni who always give motivations, prays and supports on completing this undergraduate thesis.
8. My beloved friends, Risco, Suci, DesiKen, Rizma, Farah, Khoti, Lala, Refa, Rhia Yatus and English education class D has been being my biggest support since 2016 until now.

Finally, it must be admitted that nothing is perfect and there are still many flaws in this thesis. Therefore, criticism and suggestions from readers are expected to improve the quality of this thesis. Furthermore, I hope this thesis can be useful especially for those who are involved in the English teacher profession.

Bandar Lampung, 2 March 2021

Acknowledged by,

Arnilah



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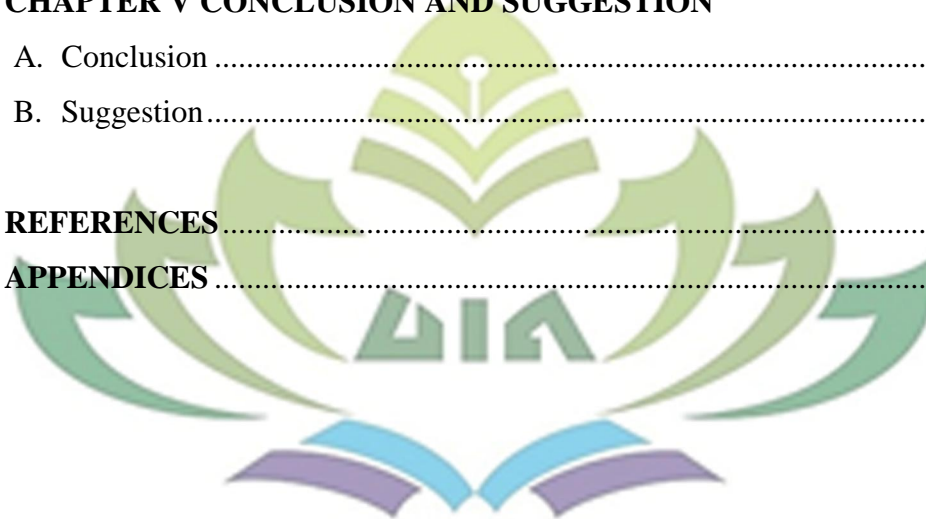
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Adapted from Nunan, Brown states that generally there are two types of speaking. They are monologues and dialogue. In monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, the listener must process long stretches of speech without interruption, the stream of speech will go on whether or not the listener comprehends. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).<sup>1</sup>

This research focused on dialogue. From the experience during the field practice program (PPL), the researcher is sure that dialogue would be more effective than monologue because it is carried out by two or more students, so that it makes students become more confident, able to minimize embarrassment, and do not worry about making mistakes like when they do a monologue.

Not only the experts talk about communication, but in the Holy Qur'an we also can find that Allah states in Annisa verse 9 as follows:

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<sup>1</sup> H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (2 Ed). (New York: Longman), p. 251



وَلِيَخْشَ الَّذِينَ لَوْ تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا

(٩)



Meaning: Let those (disposing of an estate) have the same fear in their minds as they would have for their own if they had left a helpless family behind: Let them fear Allah, and speak appropriate words.<sup>1</sup>

In terms of naming a form of communication in everyday life, dialogue is also called conversation but they are literally different. According to Agne and Tracy, conversation is a descriptive term; it captures one kind of taking that is an alternative to others, such as interviewing, being in a meeting, or giving a speech. While dialogue is both a descriptive term and an evaluative one. As a descriptive term, dialogue is a synonym for conversation. As an evaluative term, dialogue is not just any stretch of conversation; it is a stretch in which people exhibit an openness to hear others, often on personal or difficult topics.<sup>2</sup>

In the dialogue, it is important for the students and teacher to be aware of the need of being mindful and respectful of nature. Blair states that students are afraid to speak what is in their minds for fear of upsetting someone else. This can be indication of the space not being 'safe enough' for the participants to speak freely. Blair also notes there are several reasons why students might take the dialogue off-topic; (1) students are not knowledgeable enough about the issue, (2) students feel uncomfortable with the topic, (3) students are not self-confident, (4) students are bored,

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<sup>1</sup> Abdullah Yusuf Ali, *the Meaning of the Holy Qur'an*. (New York, United States: The Islamic Foundation, 2015), p.208

<sup>2</sup> William F. Edie, *21<sup>st</sup> Century Communication a Reference Handbook*, ( Los Angeles: Sage, 2009), p.177

and (5) dialogue has ‘naturally’ drifted off track without anyone noticing.<sup>3</sup>

This problems were also faced by the students in the first semester of the eleventh grade SMK N 5 Bandar Lampung when the researcher did the preliminary research.

The researcher did the preliminary research at SMK N 5 Bandar Lampung by interviewing the teacher and giving the questionnaire to the students. Based on the interview with the English teacher, Mr. Muhammad Ayub S.Pd. said that the students had some weaknesses on speaking. It happened because students had limited vocabulary and did not know how to pronounce the words. Those facts make the students unconfident and difficult to speak especially dialogue.<sup>4</sup>

Moreover, based on the questionnaire that the researcher gave to students, the researcher also discovered some factors of the students’ problems in learning speaking (dialogue). The students had an assumption that speaking was a difficult subject, thus the students were not interested in, they felt bored in the class, students were getting hard to understand the grammar, did not know how to pronounce the word, and also they had problems with the pronunciation of the words to understand the meaning of what they were going to say.<sup>5</sup>

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<sup>3</sup> Tony Blair, *Difficult Dialogue in the Classroom. Guidance and Activities to give Teacher the Skills to Manage Difficult Dialogue*, Generation. Global, <https://generation.global/assets/resources/difficult-dialogue-english.pdf> p.36-38

<sup>4</sup> Muhammad Ayub, *an interview with English Teacher of SMK N 5 Bandar Lampung*, (January 21, 2020), Unpublished.

<sup>5</sup> *Questionnaire from Students of SMK N 5 Bandar Lampung, 8<sup>th</sup> grade*, (January 21, 2020), Unpublished.



To overcome the problems above, there are many strategies that can be used to increase students' motivation and build students' dialogue in procedure text. The researcher should use the strategy of teaching that can develop the students' dialogue in procedure text. In this case, one of the strategy that can be used to solve the problems in students' dialogue is Think-Pair-Share. Think-Pair-Share is a kind of cooperative learning which aims to organize classroom activities into academic and social learning experiences. The students must work in groups to complete tasks collectively toward academic goals. In addition, cooperative learning is an instructional method in which the students communicate in small groups and work with others cooperatively.<sup>6</sup>

The explanation above shows us that this strategy would make sure students' understanding because they work in groups thus it can help each other. For example, when students are still confused about looking for ideas or expressing their opinions in a dialogue, the teacher can give the clues for them to discuss in pairs. From the discussion, students can find what to express in dialogue. Because the use of this strategy is a good way to make students more active in dialogue, it can be the best solution in carrying out the speaking especially dialogue learning process in the classroom.

Before researching SMKN 05 Bandar Lampung, the researcher asked the headmaster for permission. In connection with the prevention of

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<sup>6</sup> Richard E. Mayer, and Patricia A. Alexander, *Handbook of Research on Learning and Instruction*, (New York: Taylor and Francis, 2011), p.344

COVID 19, the school allowed the research but only one class and applied health protocols divides teaching activities into 2 sessions, morning and afternoon.

There are several previous studies about the effect of Think-Pair-Share in teaching speaking. The first previous study is conducted by Putri (2017) from UIN Syarif Hidayatullah entitled **“The Effect Think-Pair-Share on Students’ Speaking Ability of Short Monologue”**. She conducted the quantitative with the quasi-experimental design. This study was carried out in two classes, the experimental class and the controlled class. Based on the result, it can be drawn a conclusion that there is an effect using Think-Pair-Share to teaching speaking ability of short monologue in junior high level especially MTs Khazanah Kebaikan. It is aimed at the result of students’ speaking scores in the experimental class was 79.28 while in controlled class was 66.56.<sup>7</sup>

The second previous study is conducted by Sanjani (2015) from UNY entitled **“Improving Students’ Speaking Ability Using Think-Pair-Share of Cooperative Learning for the 8th Grade Students of MTs N Karangmojo in the Academic Year of 2014/2015”**. She conducted action research that was implemented in two cycles based on the class schedule. The data of the study were in the forms of qualitative and quantitative data. The results of this research show that the use of the Think-Pair-Share

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<sup>7</sup> Hidayana Putri, *The Effect oh Think-Pair-Share on Students’ Speaking Ability of Short Monolog (A Quasi-Experimental Study at the Eight Grade of MTs Khazanah Kebajikan in Academic Year 2017/2018)*. S1 Thesis, (Jakarta: Syarif Hidayatullah State Islamic University, Unpublished, 2017),  
<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/36373/1/Hidayana%20Putri-FITK>.

strategy was able to improve the students' speaking ability. Based on the qualitative data, applying Think-Pair-Share strategy gave the students more chances to speak in English. The students became more confident to speak up English. They actively participated in the teaching and learning process. These findings were also supported by the result of the students' speaking scores. The mean improved from 58.55 in Cycle I to 77.60 in Cycle II. It indicated that they made a considerable improvement in some aspect of speaking skills such as pronunciation, intonation and stress, comprehension, grammar, and vocabulary.<sup>8</sup>

The differences between the previous research and the researcher's thesis are previously in Putri's thesis used the Think-Pair-Share strategy for short monologue in the SMP and in Sanjani's thesis used the Think-Pair-Share strategy for general speaking in the MTs, while the researcher focused on using Think-Pair-Share strategy to explore students' speaking especially dialogue in the SMK majoring TKR that all students are male.

The researcher finally did the thesis entitled *The Influence of Using Think Pair Share Strategy toward Students' Dialogue at the First Semester of the Eleventh Grade SMK N 5 Bandar Lampung in the Academic Year 2020/2021*.

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<sup>8</sup> Erlinna Dewi Sanjani, *Improving Students' Speaking Ability Using Think-Pair-share of Cooperative Learning for The 8<sup>th</sup> Grade Students of MTs N Karangmojo in the Academic Year of 2014/2015*. S1 Thesis, (Yogyakarta: Yogyakarta State University, Unpublished, 2015), [http://eprints.uny.ac.id/23132/1/A%20Thesis Erlinna%20Dewi%20Sanjani\\_10202241068.pdf](http://eprints.uny.ac.id/23132/1/A%20Thesis%20Erlinna%20Dewi%20Sanjani_10202241068.pdf).



## **B. Identification of The Problem**

Based on the background of the problem above, the researcher identifies the problem as follows :

1. The students are bored in learning English.
2. The students are lack of vocabulary.
3. The students face difficulties in expressing the words in speaking especially dialogue.
4. The teacher does not give interesting activity in the class when he teaches speaking especially dialogue.

## **C. Limitation of the Problem**

From the identification above, the researcher focused on the use Think-Pair-Share strategy toward students' dialogue at the first semester of the eleventh grade students of SMK N 5 Bandar Lampung in academic year of 2020/2021

## **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the researcher formulates the problems as follows:

Is there any influence of using Think-Pair-Share strategy toward students' dialogue at the first semester of the eleventh grade students of SMK N 5 Bandar Lampung?

### **E. Objective of the Research**

Based on the formulation above, the objective of the researcher is to know whether there is an influence of using Think-Pair-Share strategy toward students' dialogue at the first semester of the eleventh grade students of SMK N 5 Bandar Lampung.

### **F. Significance of the Research**

The significance of the research are as follows:

#### **1. The Teachers**

For teachers, these results are hoped to give the advantages. The teachers can take advantage of this influence of Think-Pair-Share in teaching speaking especially dialogue. They can take its information as a kind of teaching strategies and they can evaluate whether this strategy is better and suitable to be applied in the classroom or not.

#### **2. The Students**

For students, the results of the study are expected to improve the students' motivation, especially by using Think-Pair-Share as a strategy to do English dialogue fluently and appropriately. Then, they will struggle to express their opinions or ideas in English dialogue.

#### **3. The other Researcher**

The researcher hopes the result of the research can be useful and improving the knowledge about the Think-Pair-Share strategy on students' dialogue.

## **G. Scope of the Research**

The scope of the research have four parts, they are:

1. Subject of the Research

The subject of the research is students of the first semester of the eleventh grade SMK N 5 Bandar Lampung.

2. Object of the Research

The object of the research is teaching and learning dialogue using Think-Pair-Share strategy.

3. Time of the Research

The research was conducted at the first semester of the Eleventh grade students in SMK N 5 Bandar Lampung in the academic year of 2020/2021

4. Place of the Research

The research was conducted at SMK N 5 Bandar Lampung.



## CHAPTER II

### FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

#### A. Teaching English as a Foreign Language

Language has two fundamental features which mark it as quite different in kind from signals: Productivity and structural complexity. First, language allows every human being to produce utterance, often quite novel, in an infinite number of contexts, where the language is bent, molded and developed to fit ever-developing communicative needs. Second, language is not a sequence of signals, where each stands for a particular meaning. If words were merely fixed signals of meaning, then each time a word occurred it would signal the same thing, irrespective of the structure of the whole utterances-in fact there would be no 'whole utterances' beyond individual words.<sup>1</sup> It means Language, clearly, relies as much on its structure as on its semantic properties to convey meaning. Communication can be infinitely varied and infinitely complex just because the language is a highly structured system which allows an infinite range of permutations.

English as a foreign language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high school. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be

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<sup>1</sup> Geoffrey Broughton, et. al. *Teaching English as a Foreign Language*, (2<sup>th</sup> Ed), (London and New York: University of London Institute of Education), p.26

taught to the students as the local content subject. Brown asserts the components of learning: Learning is acquisition or getting, learning is retention of information or skill, retention implies storage systems, memory, cognitive organization, learning involves active, conscious focus on and acting upon events outside or inside the organism, learning is relatively permanent but subject to forgetting, learning involves some form of practice, perhaps reinforced practice, and learning is a change in behavior.<sup>2</sup>

Based on these explanations above, it can be concluded that language is a communication system and receiving information based on speech sound that requires language as the main one. English is one of language that has been acknowledged by the most countries in the world as an international language and it has large influence to human life. So, English teacher in Indonesia must have a guideline and facilitating learning, enabling learner to learn, and setting the condition for learning English.

## **B. Concept of Speaking**

According to Harmer, speaking is the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language.

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<sup>2</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, (5<sup>th</sup> Ed) (San Francisco University: Pearson Longman), p.8

It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.<sup>3</sup>

Adapted from Nunan, Brown states that generally there are two types of speaking. They are monologues and dialogue.<sup>4</sup> This research focused on dialogue. In terms of naming a form of communication in everyday life, dialogue is also called conversation but it is different. According to Agne and Tracy, conversation is a descriptive term; it captures one kind of taking that is an alternative to others, such as interviewing, being in a meeting, or giving a speech. While dialogue is both a descriptive term and an evaluative one. As a descriptive term, dialogue is a synonym for conversation. As an evaluative term, dialogue is not just any stretch of conversation; it is a stretch in which people exhibit an openness to hear others, often on personal or difficult topics.<sup>5</sup>

Based on the explanations above, it can be concluded that dialogue is one of type from speaking. Dialogue is also called conversation but it is different, conversation is a descriptive term such as interviewing, being in a meeting, or giving a speech and dialogue is both a descriptive term and an evaluate term such as debate, deliberation, decision making and other. However, this research focused on dialogue.

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<sup>3</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Edition), (Cambridge: Longman, 2001), p. 269

<sup>4</sup>H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (2<sup>nd</sup> Ed). (New York: Longman), p. 251

<sup>5</sup>William F. Eadie, *21<sup>st</sup> Century Communication a Reference Handbook*, ( Los Angeles : Sage, 2009), p.177

### C. Concept of Dialogue

According to Brown (adapted from Nunan) Dialogue is one type of speaking.<sup>6</sup> Dialogue is a process of genuine interaction through which human being listen to each other deeply enough to be changed by what they learn. Each makes a serious effort to take others' concerns into her or his own picture, even when disagreement persists. No participant gives up her or his identity, but each recognizes enough of the other's valid human claims that he or she act differently toward the other.<sup>7</sup> As the use of dialogue has expanded across many regions of the world, practitioner is increasingly challenged to develop definitions that bridge cultural divides. Dialogue would only get their back up', similarly, practitioners, posted to other parts of the world use terms like 'community conversations', 'national sovereign conferences' and 'strengthening of collaboration' to avoid sounding Western and 'elitist'.<sup>8</sup> In short, dialogue is any kind of process involving people talking to each other to share information, express idea, feelings, emotions to other person or to give an explanation or to ask a question for someone.

Dialogue is two-way or multi-way communication. It presumes the opportunity to reply on several occasions in order to enhance a line of reasoning. The dialogue concept contains a dimension of simultaneity and

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<sup>6</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (2<sup>nd</sup> Ed). (New York: Longman), p. 251

<sup>7</sup> Bettye Pruitt and Philip Thomas, *Democratic Dialogue-A Handbook for Practitioners*, (New York: One United Nations Plaza), p.20

<sup>8</sup> *Ibid*, p.24



direct contact, either physical or via technical aids.<sup>9</sup> It means dialogue refers to the mutual exchange of experience, ideas and opinions between two or more participant. A conversation there is great difference between providing information and conducting a dialogue. In a dialogue, everyone taking part must be given the chance to study the other parties' suggestion and opinions, contemplate them and respond. In other words, the concept of dialogue has a somewhat deeper implication than information and communication. A dialogue presumes that the parties involved can communicate and that the information available can be utilized by all concerned. To achieve successful teaching and learning process, there must be some form of dialogue between students-students and students-teacher.

“Yankelovich considers dialogue to have unique and highly valuable properties. It can ‘strengthen(s) relationships and trust, forge(s) alliances, find(s), truths that bind us together, and bring(s) people into alignment on goals and strategies. He affirms Buber’s insight that in dialogue we reach beyond the confines of self to an authentic encounter with the other. Dialogue is a way of being and a way of building relationship. He emphasizes, though, that ‘dialogue is not... an arcane and esoteric form of intellectual exercise that only the few can play. It is a practical, everyday tool accessible to us all. Dialogue is a particular kind of talk which requires particular competencies and strategies.’”<sup>10</sup>

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<sup>9</sup> Suzanne De Laval, *Dialogue Methods-An Idea Manual*, (Vagverket: Swedish Road Administration, Stockholm Region 2006), p.5

<sup>10</sup> Frances Sleaf and Omer Sener, *Dialogue Theories*, (London: Great Britain 2013), p.173

(Frances Sleep and Omer Sener, 2013: 173)

Based on the explanation above, the researcher concludes that dialogue is productive skill which is very important in our daily life as a tool of communication. Through dialogue we can express a sequence of ideals, opinions, and feelings or reporting acts situations in precise words and sounds of articulation to build communication with people.

#### **D. Type of Dialogue**

From a logical point of view, the interest in the interrogation as a type of dialogue arises out of the study of informal fallacies and other phenomena of tactics of argumentation. For the purpose of evaluating argumentation as used in actual cases, it has proved essential to distinguish different types of dialogue, or formats of conversation in which arguments are used for some purpose. The context of use of an argument can be modeled by a normative framework for evaluating the given argument. A good (correct) argument is one contributes to the goal of the dialogue. According to Walton, there are some basic of dialogue. They are:

- a. Persuasion
- b. Inquiry
- c. Negotiation
- d. Information-seeking
- e. Deliberation

f. Eristic.<sup>11</sup>

The researcher used information-seeking as the type of dialogue that are delivered to the students because it is appropriate with theme of the material. The theme of the material is procedure text with information-seeking that are expected to help the student in getting the information when they do speaking in dialogue.

### E. Assessment of Dialogue

Evaluation of dialogue is one of intensive aspects. Some are in form of 'dialogue completion tasks and 'directed response tasks'. The researcher focused on dialogue directed response tasks, one could contend says in the 'directed response tasks section it is more on the responsive rather than intensive aspects. It is true that the discourse involves responses, but there is degree of control here that predisposes the test-taker to respond with certain expected forms. Such arguments underscore the fine lines of distinction between and among the selected five categories. As Underhill says in Brown, his test takes sees a questionnaire that asks for certain categories of information personal data, academic information, and job experience, etc. and supplies the information orally.<sup>12</sup>

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<sup>11</sup> Douglas Walton, "The Interrogation as a Type of Dialogue". *Journal of Pragmatics* 35 (2003) 1771-1802, (Received 10 November 1998; Accepted 6 December 2002), <https://www.google.com/url?sa=t&source=web&rct=j&url=https://scholar.uwindsor.ca/crrarpub/2/&ved=2ahUKEwjLk7uljb7sAhUNU30KHf6jA00QFjAAegQlAxAB&usg=AOvVaw3q9X9vR8V54bvu5-BJSE0>, p.1773

<sup>12</sup> H. Douglas Brown, *Language Assessment and Classroom Practice*, (New York: Pearson Education, 2004), p.149-151

**Speaking Rubrics: Dialogue**

Name: \_\_\_\_\_

\_\_\_\_ / 25 points = \_\_\_\_%

<b>Fluency</b>				
1	2	3	4	5
A lot of pausing and hesitation. Several “starts and restarts.”	Some pausing, but I can understand what you mean.	Some smoothness shown uses short phrases or word clusters.	Fairly smooth speaking.	Hardly any unnatural pauses; sounds easy.
<b>Pronunciation</b>				
1	2	3	4	5
Very difficult to understand because of pronunciation. Stress and intonation are unnatural.	Difficult because of pronunciation. Stress and intonation are usually unnatural.	Easy to understand pronunciation most of the time. Stress and intonation are often unnatural, but meaning is usually clear.	Easy to understand pronunciation; stress and intonation are sometimes unnatural, but meaning is clear.	Only small problems with stress and intonation. Pronunciation in no way impedes comprehension.
<b>Grammar</b>				
1	2	3	4	5
Often uses single words or broken sentences; Many grammar mistakes cause confusion.	Uses very basic sentence patterns; Makes frequent errors which can cause confusion.	Uses simple sentences with occasional mistakes; Complex grammar attempted but is often used incorrectly.	Simple structures are used without mistakes; Can also use complex structures, but makes occasional errors.	Small mistakes made in complex sentences, but the meaning is always clear. Can self-correct & rephrase to show meaning.
<b>Development &amp; Support</b>				
1	2	3	4	5
Very little information	Limited amount of	Key information	Answers are to the	Answers are to the



given; not on the right topic; not connected.	information given.	is given, but some of the details are not important.	point. However, supporting information is not enough.	point. Provide enough information to support the answer.
Active Conversation Skills				
1	2	3	4	5
Very little active listening. Responds to other.	Some limited responses to partner.	Responds to partner and attempts to ask questions, but mostly just asks for general opinions.	Asks follow-up questions, but isn't always able to build on others' ideas.	Responds fully, asks effective follow-up questions, and is able to build on others' ideas.

Comments:<sup>13</sup>

## F. Concept of Text

In general, the text is an article we often read. We can say that people need to express their own in many ways that can be understood by others. They can use a text as one of the ways to express their own. It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts. According to Gerot and Wignell, there are many kinds of texts that are spoof, recount, reports, analytical exposition, news items, anecdote, narrative, procedure,

<sup>13</sup> Toolkit, *Teaching English as a Foreign Language.*,  
[https://translate.google.com/translate?hl=id&sl=en&u=https://eca.state.gov/files/bureau/eta\\_toolkit.pdf&prev=search&pto=aue](https://translate.google.com/translate?hl=id&sl=en&u=https://eca.state.gov/files/bureau/eta_toolkit.pdf&prev=search&pto=aue) p.8

descriptive, hortatory exposition, and explanation, discussion, and reviews text. It means there are many texts that the students must know.<sup>14</sup>

The researcher concludes that there are many kinds of texts, each text has different characteristics and purpose. In this research, the researcher focused on the procedure text. Procedure Text is a text to describe how something is accomplished through a sequence of actions or steps.<sup>15</sup>

**- Generic Structures of Procedure Text :**

1. Goal
2. Materials (not required for all Procedure texts)
3. Step 1-n (i.e. goal followed by a series of steps printed to achieving the Goal)

**- Significant Lexicogrammatical Features of Procedure Text :**

1. Focus on generalized human agents
2. Use of simple present tense, often Imperative
3. Use mainly of temporal conjunction (or numbering to indicate sequence)
4. Use mainly of Material Processes<sup>16</sup>

**- Example of Procedure Text**

**The Hole Game**

**a. Material Needed**

- Two players
- One marble per person
- A hole in ground
- A line (distance) to star from

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<sup>14</sup> Gerot and Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1995), p.149-174.

<sup>15</sup> *Ibid*, p.164

<sup>16</sup> *Ibid*,

**b. Step**

- First you must dub (click marbles together).
- Then you must check that the marbles are in good condition and are nearly worth the same value.
- Next you must dig a hole in the ground and draw a line distance away from the hole.
- The first player carefully throws his or her marble towards the hole.
- Then the second player tries to throw his or her marble closer to the hole than his or her opponent.
- The player whose marble is closest to the hole tries to flick his or her marble into the hole. If successful, this player tries to flick his or her opponent's marble into the hole.
- The person flicking the last marble into the hole wins and gets to keep both marbles.

(Text used with permission: J. Boustead 1993 in Gerot and Wignell book)<sup>17</sup>

**G. Think Pair Share Strategy**

As its name "Thinking", this learning begins with the teacher asking questions or issues related to the lesson to students to think about. The next is "Pairing" at this stage the teacher asks students to pair up and gives them a chance to discuss. It is hoped that the discussion partners can deepen the meaning of the answers they have thought through intersubjectives with their partners. The results of intersubjectives discussions in each pair of results are discussed with the whole class pair. This stage is known as "Sharing". In this activity, it is expected that question and answer would occur and encourage the construction of

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<sup>17</sup> *Ibid*, p.164-165

knowledge in an integrative manner. Learners can find the structure of the knowledge they learn.<sup>18</sup>

Think-Pair-Share is a simple but effective formative assessment that can highlight areas of confusion for students and allow instructors to address the confusion in a timely and helpful manner. This active learning strategy provides students and opportunity to work collaboratively with their peers in order to co construct their learning. This strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. According to Lyman, Think-Pair-Share strategy is a cooperative learning strategy that encourages individual participation and is applicable across all grade levels and class sizes and it can be used in any content area, before, during, and after a lesson.<sup>19</sup>

The purpose of this simple cooperative strategy is to provide students with a multimode discussion cycle that gives them time to think, share thoughts with a partner, and then share those thoughts with the class. In this strategy students listen to a question or presentation. Teacher, through a set of cues or signals, indicates the tasks of thinking (giving wait time),

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<sup>18</sup> Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar) p.91

<sup>19</sup> Intaniya Fathanty Lukman, "The Effectiveness of Think-Pair-Share Toward Students Ability in Writing Descriptive Text at the Eighth Grade Students of SMKP Negeri 3 Sinjai", (A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) of English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of Makassar, Makassar, Unpublished, 2016), <http://repositori.uin-alauddin.ac.id/10753/1/The%20effectiveness%20of%20think-pair-share%20technique%20toward%20students%20ability%20in%20writing%20descriptive%20text%20at%20The%20Eighth%20Grade%20Students%20of%20SMP%20Negeri%203%20Sinjai.pdf>, p .12



pairing (discussion with a partner), and sharing responses (with the entire class).<sup>20</sup>

Based on the explanation above, the researcher wraps up that the Think-Pair-Share is one of the strategies that can be applied in teaching speaking especially dialogue because there are some advantages such as giving the time for the students to think about the problem/topic, and enhancing students' oral communication through critical thinking and meaningful interaction and building the democratic situation where the students are free to suggest and give their argument. It is also useful to encourage students in interacting with each other orally. Think Pair Share is combination between language and fun. Students can practice and do the activities with their friends.

#### **H. Procedure of Think Pair Share Strategy**

Some experts write the procedures of Think-Pair-Share, below are the procedures of Think-Pair-Share by Bounchard.

- 1) For this strategy, it is helpful to pair ELLs (English Language Level) with native speakers. Assign pairs before implementing the strategy
- 2) Give a cue listen and present question. This can be conjunction with a presentation or a reading associated with the lesson. You can introduce Think-Pair-Share any point during a lesson.

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<sup>20</sup> Margaret Bounchard, *Comprehension Strategies for English Language Learners*, (U.S.A: Scholastic Inc., 2005), p.110

- 3) Next, give the cue think, students then think about their response to the question. (Give at least 3 minutes of “Think” time.)
- 4) Then, give the signal for pair, students then pair with their partner. The partners discuss their answers and receive feedback from each other. Students may write or diagram their thoughts. (A “Think Pad” made from a small spiral notebook works well for this.)
- 5) Finally, give the cue for share, students raise their hands and share their response to the question. (You may want to ask them to include their partner’s response also.)<sup>21</sup>

#### **I. Advantages and Disadvantages of Think-Pair-Share Strategy**

According to Lyman in Manik thesis, there are some advantages of Think-Pair-Share Strategy, they are:

- 1) The Think-Pair-Share strategy is quick and does not take much preparation time.
- 2) The Think-Pair-Share strategy makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class.
- 3) Students have opportunity to learn higher-level thinking skills from their peers, and gain self-confidence when reporting ideas to the whole class.
- 4) The “pair” step ensures that no student is left out of the discussion.

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<sup>21</sup> *Ibid*,

- 5) Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk.
- 6) Both students and teacher have increased opportunities to think and become involved in group discussion.
- 7) The Think-Pair-Share strategy is applicable across all grade levels and class sizes.

From the advantages above, it can be concluded that this strategy is suitable to be used in the process teaching and learning speaking especially dialogue because this simple cooperative strategy provides students with a discussion that gives them time to think, share thoughts with a partner in pair, and then share those thoughts with all members of the students.

However, there are some disadvantages of TPS strategy:

- 1) Not all students focus on the topic (questions) given, because they can share everything with their partner out of the topic (questions) given.
- 2) There is a possibility that the students who have low understanding about the topic (the questions) given likely cheat to the other pairs.<sup>22</sup>

To anticipate the disadvantages, the researcher gave the students time limitation to do the exercises. Thus, there was no chance for them to discuss out of the topic. The researcher must also know the students' reading achievement in group by giving pretest first. So, it can be seen

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<sup>22</sup> Destiar Hotfide Manik, *The Effect of Think-Pair-Share Teaching Strategy on The Reading Comprehension of Grade Eleven Students of SMA RK Budi Mulia Pematangsiantar on Hortatory Exposition Text*, Thesis S1, Unpublished, 2018.  
[https://www.academia.edu/36412192/The\\_Effect\\_Of\\_Think\\_Pair\\_Share\\_Teaching\\_Method\\_To\\_The\\_Reading\\_Comprehension\\_Of\\_Grade\\_Eleven\\_Students\\_Of\\_SMA\\_RK\\_Budi\\_Mulia\\_Pematangsiantar\\_On\\_Hortatory\\_Exposition\\_Text](https://www.academia.edu/36412192/The_Effect_Of_Think_Pair_Share_Teaching_Method_To_The_Reading_Comprehension_Of_Grade_Eleven_Students_Of_SMA_RK_Budi_Mulia_Pematangsiantar_On_Hortatory_Exposition_Text), p.30-31

how many students who got the low and the high score, the researcher divided them into some groups.

#### **J. Jigsaw Classroom Strategy**

Bouchard says that this cooperative strategy gives students the responsibility for purpose setting, generation of questions, and comprehension monitoring. With this strategy, students become information experts and take responsibility for each other's learning. Originally devised to foster cooperation and increase tolerance and respect among students, this strategy provides an opportunity for students to interact and support one another in a meaning full context. In this way, students can serve, interact, and participate. This strategy provides an excellent opportunity for orally sharing and paraphrasing text, listening to English academic language, observing the behavior of mainstream students, this also reduces the reading assignment into manageable chunks.<sup>23</sup>

According to Aronson jigsaw involves the formation of Home Groups to resolve the task. The Home Groups allocate one member to each Expert or Research Group to gather data to bring back to the Home Group. The Jigsaw strategy places great emphasis on cooperation and shared responsibility within groups. The success of each group depends on the participation of each individual in completing their task. It means the

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<sup>23</sup> Margaret Bouchard, *Op.Cit.*, p.113



Jigsaw strategy effectively increases the involvement of each student in the activity.<sup>24</sup>

The researcher conclude that jigsaw strategy can be used to develop students' skills and expertise to participate effectively in group activities. In learning speaking especially dialogue students would be responsible for taking the knowledge gained from one group and repeating it to new listeners in their original groups.

#### **K. Procedure of Jigsaw Classroom Strategy**

Some experts write the procedures of Think-Pair-Share, Aronson in Dyna thesis states that there are some steps in implementing Jigsaw classroom, they are:

1. Students are divided into 5 to 6 persons in each group. These groups should diverse in ability, race, gender and ethnicity.
2. The teacher appoints one student in each group to be the group leader. These leaders should be the most matter student in the group.
3. The material is divided into 5-6 segments and distributed for each member of the group.
4. Each student ought to study their own part of material
5. The teacher gives time for students to read and understand the part of the material given.

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<sup>24</sup> Elliot Aronson, *Jigsaw Strategy*, PennState, <https://www.clayton.edu/celt/docs/jigsaw.pdf>, p.1

6. Next is forming the Jigsaw group in which the student of should gather to with the student with same material. This is called the “expert group”. In this group the students have to discuss the main point of the material, solve the problem and rehearse the presentation they are going to make.
7. Students return to their home/jigsaw group and teach their peer in their Jigsaw group. Other members are encouraged to ask questions for clarification.
8. The teacher floats from the group in order to observe the process. Teacher may intervene if the students find difficulties. If there is a student in the group that dominates the discussion, it is the role of the leader to handle it. The teacher can whisper to the group leaders until the group leaders can handle it themselves.
9. The last, the teacher gives a quiz on the material so the student can learn something instead of thinking that it is only for fun and games.<sup>25</sup>

Then, Olsen and Kagan in fauziati’s book also explain the procedures of Jigsaw Classroom Strategy. They are clearly explained below:

1. Teacher chooses learning material that can be broken into parts;
2. The teacher gives out different assignment (part of the material) to different groups of students. Each group is assigned to read, discuss, and learn the material given to them;

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<sup>25</sup> Evi Dyna WS, *Using Jigsaw Strategy to Improve Speaking Skill for the Science Students of Grade XI-1 At SMAN 2 Yogyakarta In The Academic Year Of 2011/2012*, S1 Thesis, (Yogyakarta: Yogyakarta State University, Unpublished, 2013). <http://eprints.uny.ac.id/20523/>, p.29

3. After the study period, the teacher forms 'jigsaw learning' groups. Such groups contain a representative of every study group in the class. The number of each group then forms jigsaw learning groups with students from other groups. In this group everyone has learned or studies different segments or parts of the whole materials;
4. Members of the jigsaw group teach each other what they have learned;
5. The teacher finally reconvenes the full class for review and the remaining questions to ensure accurate understanding.<sup>26</sup>

From the two procedures above, the researcher knows that the teacher in SMK N 5 Bandar Lampung uses the procedure proposed by Aronson, even though both of the two procedures were equally good.

#### **L. Advantages and Disadvantages of Jigsaw Classroom**

There are some advantages of Jigsaw Classroom:

- 1) It gives students the opportunity to teach themselves about the material.
- 2) Student are able to practice peer teaching, which requires in-depth understanding about the material.
- 3) Students become more fluent in English as they have to explain the material to their peers.
- 4) Each student has to be involved in meaningful discussion in small team. This is hard to achieve in large group discussion.

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<sup>26</sup> Endang Fauziati *Op.Cit.*, p.116-117

- 5) Each group is fostered in real discussion followed by question and answer session.
- 6) Students are less dependent on teachers compared to traditional classroom because they are not the main resource of knowledge. In Jigsaw teacher has a role of cognitive guide or facilitator.<sup>27</sup>

From the advantages above, it can be concluded that this strategy gives students the responsibility comprehension monitoring. This strategy also provides an opportunity for students to interact and to support one another in a meaningful context, but this strategy too complicated to be used for students' discussion cycle.

However, there are some disadvantages of Jigsaw Classroom that are explained by Soejadi in Isjoni in Robbani thesis, they are:

- 1) Jigsaw takes much time to organize the group. The teacher should make groups that combine the students who have different intelligences. Besides, the class situation become noisy, so the teacher needs to control the students.
- 2) The problem of dominant learner. Learners quickly realize that the group runs more effectively if each students is allowed to present her or his material before question and comments are taken
- 3) If the group setting is too big, it will make the group less effective in working among the member

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<sup>27</sup> *Ibid*, p.29

- 4) If students don't get into their group quickly enough or read their initial texts quickly enough, it will run out of time.<sup>28</sup>

To anticipate the disadvantages, the teacher must be good at seeing dominant students to become the leader of discussion in each session in turn and teacher must also ensure students who have low abilities not to be shy or afraid in the learning process.

### M. Frame of Thinking

In fact, the students at the eleventh grade of SMK N 5 Bandar Lampung have difficulties in speaking especially dialogue. Students have an assumption that English is a difficult subject so students are not interested to join the subject and pay attention to the classroom activities and they also feel bored in the class. In learning dialogue, the students are hard to understand the grammar, difficult to pronounce the words, having problems with their pronunciation and the meaning of the word they are going to say, unconfident to do dialogue in English because they have only a limited vocabulary.

In order to help the students facing their problems in doing the speaking in dialogue, the researcher used Think-Pair-Share to teach dialogue because Think-Pair-Share forces students to speak up so all of

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<sup>28</sup> Fitriati Robbani, "The Effectiveness of Jigsaw Technique to Teach Students' Reading Comprehension at The Eighth grade Students of MTs N Gondang in The Academic Year 2015/2016", S1 Thesis (Surakarta : The State Islamic Institute Of Surakarta, 2017). <http://eprints.iain-surakarta.ac.id/view/year/2017.default.html>, p.33



students must say something, give opinion or conclude about something. This condition makes the class become conducive for the students to learn dialogue.

Think-Pair-Share is able to make the teaching and learning dialogue more active. It is also challenging and motivating because this strategy gives more opportunity to students to share ideas and the students would be much more fluent in talking with their partner. Further than that, this strategy also makes the students be more active in listening and talking because the students are individually accountable sharing their ideas then sharing the information with their partner, so it can make students' enthusiasm increase.

#### **N. Hypothesis**

Concerning the frame of thinking above, the researcher formulates the hypotheses as follows:

$H_a$  : There is an influence of using Think-Pair-Share strategy toward students' dialogue at the first semester of the eleventh grade of SMKN 5 Bandar Lampung in 2020/2021 academic year.

$H_o$  : There is no influence of using Think-Pair-Share strategy toward students' dialogue at the first semester of the eleventh grade of SMKN 5 Bandar Lampung in 2020/2021 academic year.

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